

***Butts of Hollywood*****Website:** <https://ksv.sharefile.com/>

Purpose:	Media literacy campaign designed to give teens aware of the effects that on-screen tobacco use has on them, and reframe films as a marketing tool.
Target Population:	Youth age 13 -17, at-risk/low SES: with specific focus on 13-15 year olds because they often “flip” at this time, transitioning from staunch non-smokers to occasional smokers.
Estimated Cost:	Zero to low-cost.
Estimated Time:	Varies.
Potential Outcomes:	More media literate teens.

***HECAT (CDC’s Health Education Curriculum Analysis Tool)*****Website:** <http://www.cdc.gov/HealthyYouth/HECAT/index.htm>

Purpose:	A tool to analyze current health curricula being used at a school or as a selection tool. The HECAT results can help schools select or develop appropriate and effective health education curricula and improve the delivery of health education.
Target Population:	PreK-12; staff
Estimated Cost:	Tool is free, but depends on staff time involved; possibly training.
Estimated Time:	Depends on modules implemented.
Potential Outcomes:	Improve health curriculum; help align curriculum to LEA’s needs; improve student learning.

***School Connectedness Strategies*****Website:** <http://www.cdc.gov/healthyyouth/adolescenthealth/connectedness.htm>

Purpose:	Six strategies that teachers, administrators, other school staff, and parents can implement to increase the extent to which students feel connected to school (protective factor).
Target Population:	PreK-12; staff; parents
Estimated Cost:	Varies by strategy.
Estimated Time:	Varies by strategy.
Potential Outcomes:	CDC states that this protective factor reduces tobacco, alcohol and other drug use, violence, and early sexual initiation.

***Search Institute Surveys*****Website:** <http://www.search-institute.org/survey-services/surveys>

Purpose:	Seven different types of surveys on youth assets, school learning and work climate, attitudes and behaviors, and adult-youth engagement.
Target Population:	PreK-12; staff; parents
Estimated Cost:	Varies by survey and population to be surveyed.
Estimated Time:	Varies by survey and population, but an estimated one day to survey, and several months to design and implement interventions based on survey results/recommendations.
Potential Outcomes:	Increased youth assets and protective factors.

***SHI (CDC's School Health Index)*****Website:** <https://apps.nccd.cdc.gov/shi/default.aspx>

Purpose:	The SHI is a self-assessment and planning tool that schools can use to improve their health and safety policies and programs.
Target Population:	PreK-12; staff
Estimated Cost:	Tool is free, but depends on staff time involved; possibly training.
Estimated Time:	Depends on modules implemented, and the level of subsequent changes in school policies and programs.
Potential Outcomes:	<p>The SHI was designed by CDC and partnering organizations for the purpose of:</p> <ul style="list-style-type: none"> <li>• Enabling schools to identify strengths and weaknesses of health and safety policies and programs,</li> <li>• Enabling schools to develop an action plan for improving student health, which can be incorporated into the School Improvement Plan, and</li> <li>• Engaging teachers, parents, students, and the community in promoting health-enhancing behaviors and better health.</li> </ul>

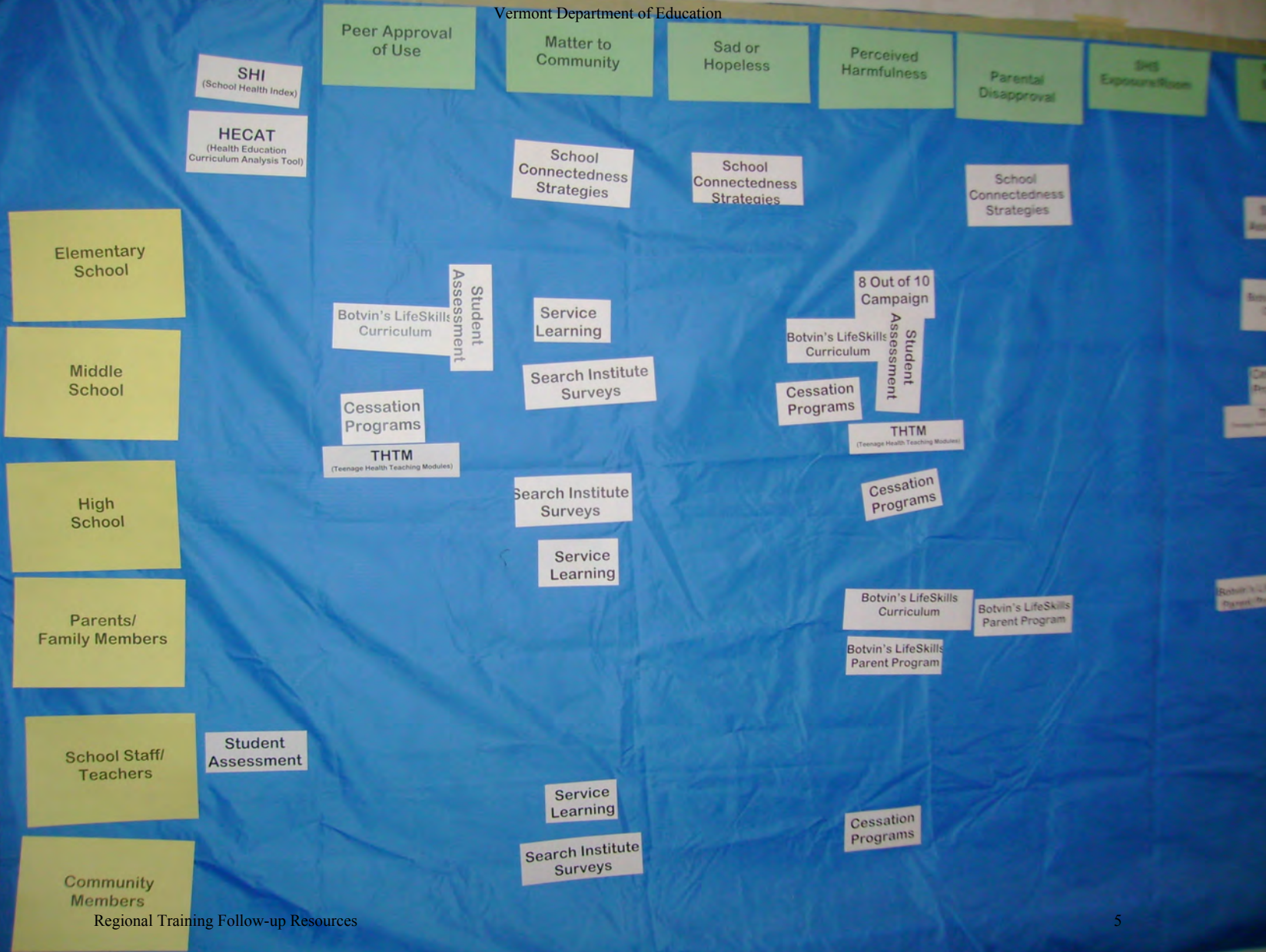
***Service-Learning*****Website:** <http://www.servicelearning.org/>  
<http://www.kidsconsortium.org/>

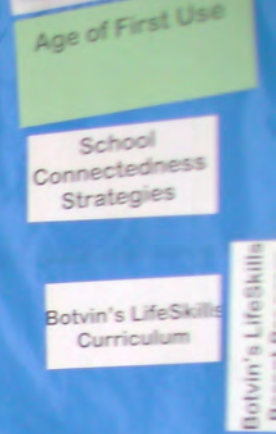
Purpose:	Service-Learning <b>is</b> a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.
Target Population:	Everyone!
Estimated Cost:	Varies depending on project, but can be zero to very low-cost.
Estimated Time:	Varies depending on project.
Potential Outcomes:	Increased protective factors, increased youth assets, can integrate tobacco prevention into other curricular areas, allows for application of learning in a more meaningful way, and enables students to practice health skills.

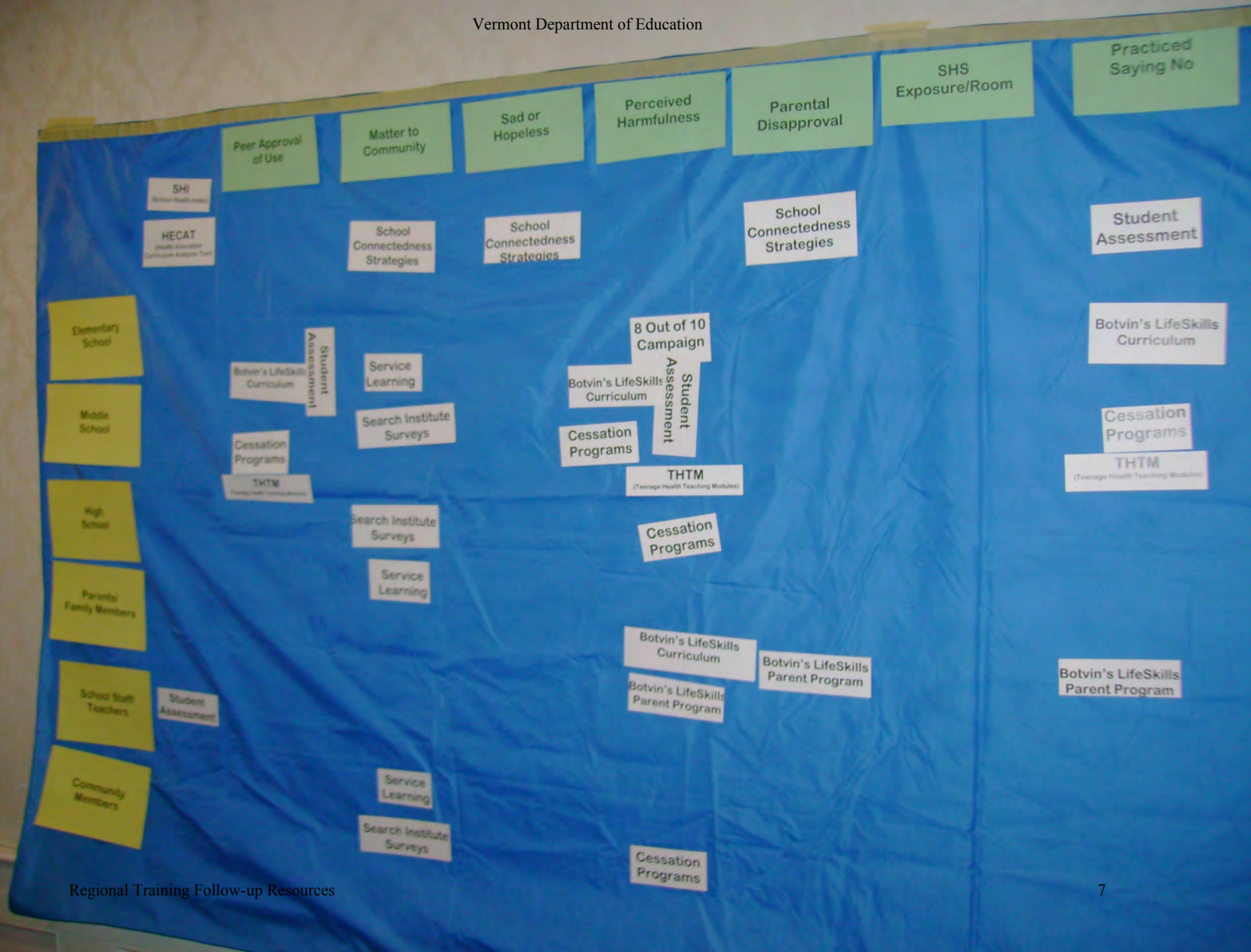
## ***Student Assessment***

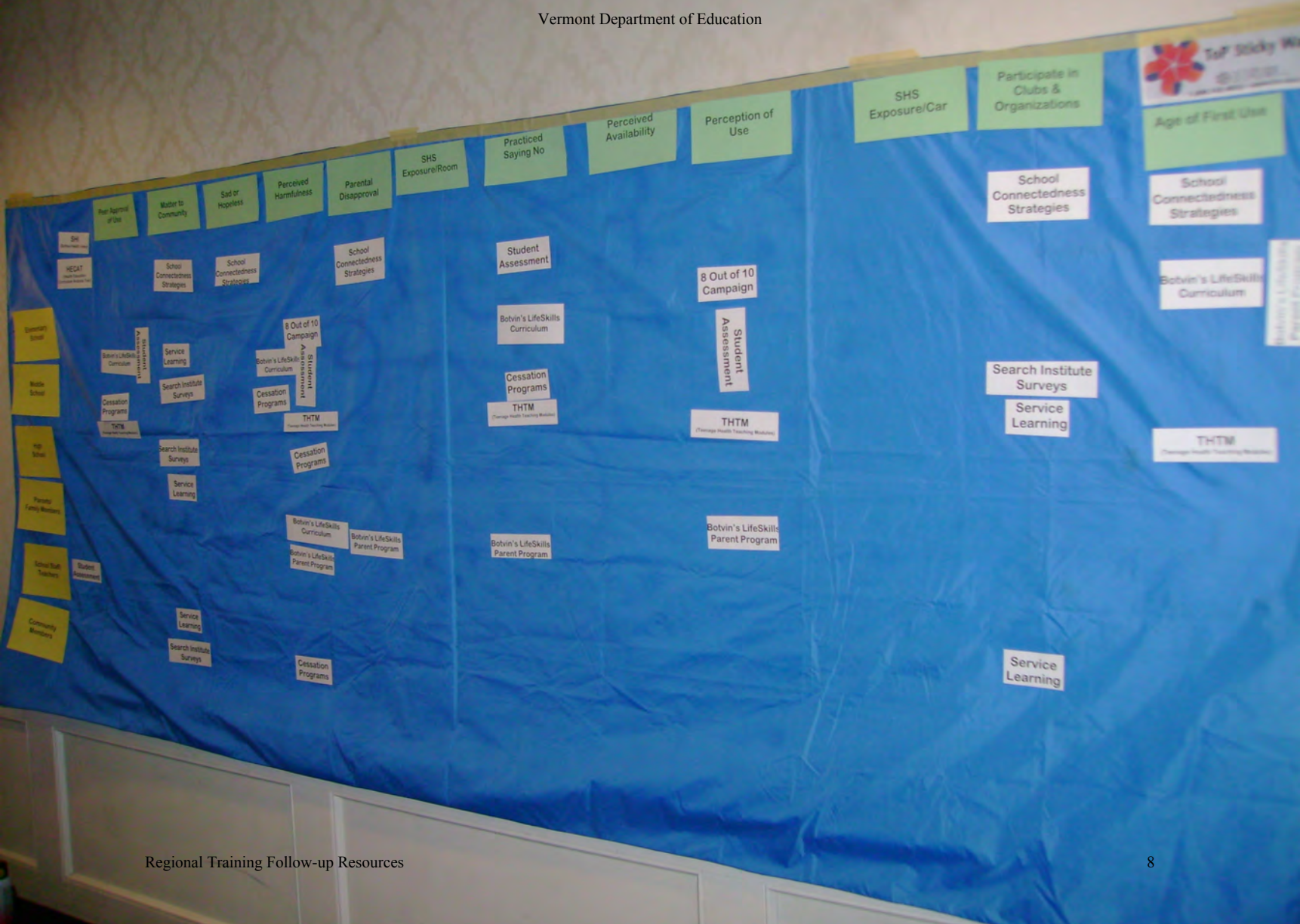
**Website:** [http://www.ccsso.org/Projects/SCASS/Projects/Health\\_Education\\_Assessment\\_Project/](http://www.ccsso.org/Projects/SCASS/Projects/Health_Education_Assessment_Project/)

Purpose:	Positively modifies health instruction aligning curriculum, instruction and assessment . Enables educators to discover what and if students are learning so that educators can analyze their teaching for instructional improvement; helps educators to provide targeted feedback to students so that they can improve their health literacy.
Target Population:	PreK-12; educators
Estimated Cost:	Costs vary from free to minimal costs for use of the HEAP assessment bank item, to per student costs for online assessment.
Estimated Time:	Varies.
Potential Outcomes:	Fosters student acquisition of skills that leads to health literacy.





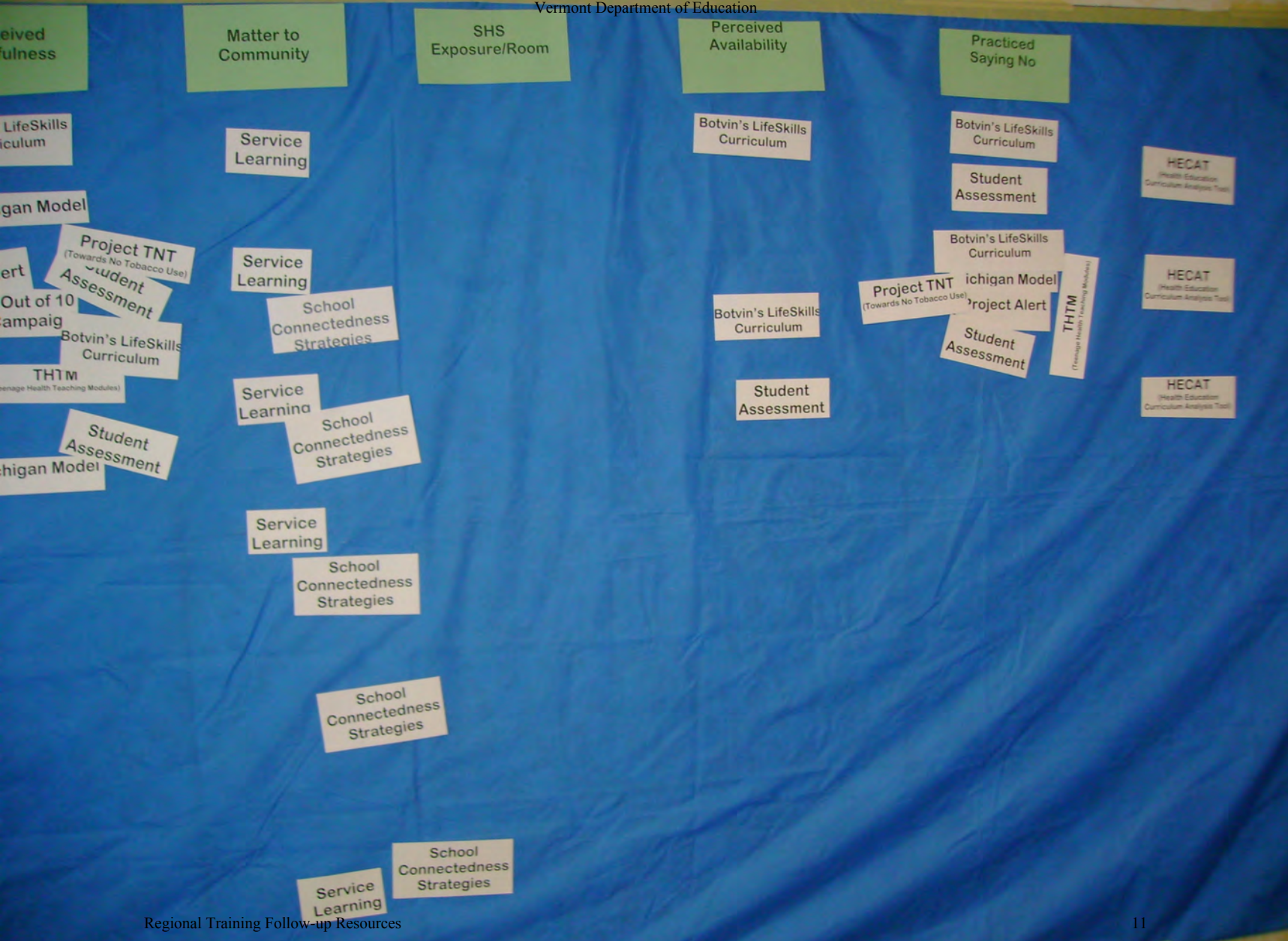







Vermont Department of Education





Search Institute  
Surveys



Elementary  
School

### Stephen's Libellula Curriculum

Student's Life Skills Curriculum

Multiple choice

Copyright

1. **Introduction**

Middle School

Butts of  
Hollywood  
Campaign

...and about

### Author's Address

Project Staff

Managerial Skills

11

100

High School

### Battle of Hollywood Campaign

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**Cancellation Programs**

<p> <b>Table 1</b>  <b>Summary of</b>  <b>Independent</b>  <b>Variables</b> </p>	<p> <b>Variable</b>  <b>Definition</b> </p>
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10

Small  
medium

Parental  
Family Members

School Staff  
Teachers

Final Training Follow-up R

Please visit [www.cbeeducationalservices.org](http://www.cbeeducationalservices.org) for times and locations

April 7th	How to Implement the School Health Index – How to build a School Health Action Team
April 8th	A brief overview on how to use the Health Education Curriculum Analysis Tool (HECAT)!
May 21st	This note is just an FYI Empowering Youth Development Workers Workshops at the 5th Annual Working With Youth Conference -----To register go to: <a href="http://www.workingwithyouthconference.com">http://www.workingwithyouthconference.com</a>
June 3rd	Michigan Model Comprehensive School Health Education Training (see details)
June 4th	Know Your Body School Health Training – this is a collaboration between CBE Educational Services Inc and Center for Health and Learning
June 7th	Michigan Model Comprehensive School Health Education Training (see details)
June 9 <sup>th</sup> & 10th	Botvin's Life Skills Training – this is a collaboration between CBE Educational Services Inc and Center for Health and Learning

If you are interested in trainings in Teenage Health Teaching Module, Project Alert, or Project Toward No Tobacco, please let us know and we will make arrangements Thank You Casey

- ! Please note that The **Center for Health and Learning** offers a full two-day training that prepares classroom health educators to use the HECAT (Health Education Curriculum Analysis Tool) to perform a clear, complete, and consistent analysis of health education curricula. Participants assess the comprehensiveness of their curriculum and develop strategies to address gaps. Participants will learn how to analyze and score their curriculum intended to promote sexual health, (including sexual risk-related health problems: teen pregnancy, STD, and HIV), and establish an effective implementation plan. Their training prepares participants to use the HECAT to assess other types of school-based health curricula as well.

CBE can be contracted to provide Technical Assistance or grant review of your school-based tobacco grant for your April 30<sup>th</sup> submission date – call for more information. Thank You

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# Evaluation Briefs

No. 3b | January 2009

## Writing SMART Objectives

This brief is about writing SMART objectives. This brief includes an overview of objectives, how to write SMART objectives, a SMART objectives checklist, and examples of SMART objectives.

### Overview of Objectives

For DASH funded partners, program planning includes developing five-year program goals (a broad statement of program purpose that describes the expected long-term effects of a program), strategies (the means or broad approach by which a program will achieve its goals), and annual workplan objectives (statements that describe program results to be achieved and how they will be achieved). Objectives are more immediate than goals; objectives represent annual mileposts that your program needs to achieve in order to accomplish its goals by the end of the five-year funding period. Each year, your workplan objectives should be based on the strategies you have selected to reach your program goals. Because strategies are implemented through objectives and program activities, multiple objectives are generally needed to address a single strategy. Objectives are the basis for monitoring implementation of your strategies and progress toward achieving your program goals. Objectives also help set targets for accountability and are a source for program evaluation questions.

### Writing SMART Objectives

To use an objective to monitor your progress, you need to write it as a SMART objective. A SMART objective is:

#### 1. Specific:

- Objectives should provide the “who” and “what” of program activities.
- Use only one action verb since objectives with more than one verb imply that more than one activity or behavior is being measured.

- Avoid verbs that may have vague meanings to describe intended outcomes (e.g., “understand” or “know”) since it may prove difficult to measure them. Instead, use verbs that document action (e.g., “At the end of the session, the students will list three concerns...”)
- Remember, the greater the specificity, the greater the measurability.

#### 2. Measurable:

- The focus is on “how much” change is expected. Objectives should quantify the amount of change expected. It is impossible to determine whether objectives have been met unless they can be measured.
- The objective provides a reference point from which a change in the target population can clearly be measured.

#### 3. Achievable:

- Objectives should be attainable within a given time frame and with available program resources.

#### 4. Realistic:

- Objectives are most useful when they accurately address the scope of the problem and programmatic steps that can be implemented within a specific time frame.
- Objectives that do not directly relate to the program goal will not help toward achieving the goal.

#### 5. Time-phased:

- Objectives should provide a time frame indicating when the objective will be measured or a time by which the objective will be met.
- Including a time frame in the objectives helps in planning and evaluating the program.



Department of Health and Human Services  
Centers for Disease Control and Prevention

## Objectives Checklist

Criteria to assess objectives	Yes	No
1. Is the objective SMART? <ul style="list-style-type: none"> <li>▪ <b>Specific:</b> Who? (target population and persons doing the activity) and What? (action/activity)</li> <li>▪ <b>Measurable:</b> How much change is expected</li> <li>▪ <b>Achievable:</b> Can be realistically accomplished given current resources and constraints</li> <li>▪ <b>Realistic:</b> Addresses the scope of the health program and proposes reasonable programmatic steps</li> <li>▪ <b>Time-phased:</b> Provides a timeline indicating when the objective will be met</li> </ul>		
2. Does it relate to a single result?		
3. Is it clearly written?		

## SMART Objectives Examples

**Non-SMART objective 1:** Teachers will be trained on the selected scientifically based health education curriculum.

This objective is not SMART because it is not *specific*, *measurable*, or *time-phased*. It can be made SMART by *specifically* indicating who is responsible for training the teachers, how many will be trained, who they are, and by when the trainings will be conducted.

**SMART objective 1:** By year two of the project, LEA staff will have trained **75% of health education teachers in the school district** on the selected scientifically based health education curriculum.

**Non-SMART objective 2:** 90% of youth participants will participate in lessons on assertive communication skills.

This objective is not SMART because it is not *specific* or *time-phased*. It can be made SMART by *specifically* indicating who will do the activity, by when, and who will participate in lessons on assertive communication skills.

**SMART objective 2:** By the end of the school year, district health educators will have delivered lessons on assertive communication skills to 90% of youth participants **in the middle school HIV-prevention curriculum.**

## Resources

Brief 3: Goals and Objectives Checklist Available at <http://www.cdc.gov/HealthyYouth/evaluation/resources.htm>

Brief 5: Integrating the Strategic Plan, Logic Model, and Workplan. Available at <http://www.cdc.gov/HealthyYouth/evaluation/resources.htm>

Strategic Planning Kit for School Health Programs. Available at <http://www.cdc.gov/HealthyYouth/evaluation/sp-toolkit.htm>

Tutorial 3: Writing Good Goals and Smart Objectives. Available at <http://www.cdc.gov/HealthyYouth/evaluation/resources.htm>

## List of Verbs

<b><u>Vague verbs</u></b> <b>(avoid using)</b>	<b><u>Precise verbs</u></b> <b>(use)</b>
Acknowledge	Administer
Appreciate	Apply
Be aware of	Collect
Be familiar with	Compile
Be informed of	Complete
Be involved in	Conduct
Comprehend	Decrease
Create	Demonstrate
Describe	Develop
Devise	Disseminate
Experience	Distinguish
Feel	Distribute
Generate	Execute
Illustrate	Explain
Know	Implement
Participate in	Improve (the effectiveness of)
Realize	Increase
Recognize	Initiate
Undergo	List
Understand	Perform
	Prepare
	Provide
	Publish
	Reduce
	Review
	Strengthen
	Submit
	Support
	Train
	Utilize
	Write